Next Steps: Planning for MCH Leadership Transitions and Succession Planning

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Why the Need for Discussion?

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How are we preparing for the future to ensure a strong foundation for MCH Leadership?

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Objectives for Session

- Understand the need for written Succession Planning documents

- Gain skills to develop an Organizational Succession Plan

- Understand why ongoing talent management is critical to business continuity

- Gain understanding in overcoming challenges

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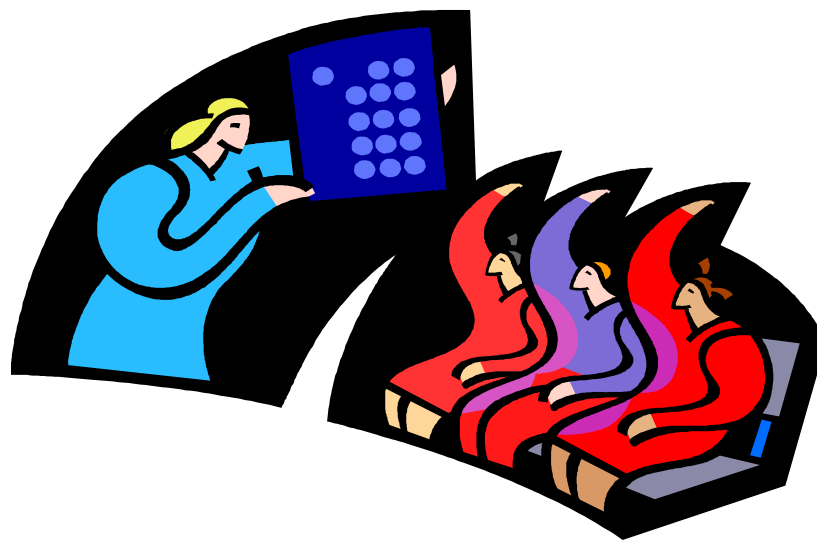Quality &
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Roadmap to Leadership

- Maternal and Child Health Leadership Competencies--12 main competencies needed for MCH Leaders *(MCH Leadership Competencies Workgroup 2009)*

- Two of these 12 competencies focus of today's presentation...

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Self Reflection

Developing Others through Teaching and Training

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Self-Reflection

- Understanding personal beliefs, styles of communication, and life experiences.

- Impact of beliefs and past experiences on negotiation and leadership styles.

Developing Others Through Teaching and Mentoring

- Communication, critical thinking, and professionalism critical

- Teaching involves designing learning environment; providing resources to facilitate learning; modeling process of effective learning; and evaluating whether learning occurred.

- Mentoring is influencing the career development and career satisfaction by acting as advocate, coach, role model, door opener, etc.

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Daring to Lead 2011
Study Findings

- 7% of Execs have given notice and 67% anticipate leaving within 5 years!

- 27% have been on the job 10 years or more

- Executives and Boards are reluctant to talk proactively about succession

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Daring to Lead 2011 Study Findings (cont.)

- Only 17% of organizations have a formal succession plan

- 33% of current executives followed a leader who was fired or forced to resign ("mis-hires")

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Types of Succession Planning

- **Emergency Succession Planning**: when the executive suddenly departs

- **Departure Defined Succession Planning**: a process for a future planned retirement or permanent departure of the executive

- **Strategic Leader Development**: promotes ongoing leadership development for talent within the organization

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Key Components of Emergency (Unplanned) Succession Plan

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Rationale for Plan

"It is important to ensure organizational stability and leadership continuity in the event of unplanned and unexpected change. This kind of <u>risk management</u> is equally helpful in facilitating a smooth leadership transition even when it is predictable and planned."

CompassPoint's Executive Transitions Template

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Risk Management
Information & Contact Inventory:

- IRS Determination Letter
- Board Minutes
- Bylaws
- Current and previous 990's
- Tax exemption certificate
- Donor/Client/Vendor/Employee Records
- Contact information for Auditor, Legal Counsel
- Audited Financial Statements
- Account #s
- Insurance Policies #s

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Information & Contact Inventory

http://www.aapa.org/uploadedFiles/content/About_AAPA/Constituents_and_Groups/Resource_Items/Emergency_Succession_Plan_Template.pdf

Priority Functions of Executive's Role

Priority functions	Short term staffing strategies (---_Under 3 months_)
Financial: Signatory on agreements, contracts, transactions, budget approvals and legally binding documents	Jane Smith, Board President Sandy Jones, Board Treasurer
Development/Fundraising: **Direct the activities and oversee donor relations** **Sign Foundation Grant Proposals**	Sandy Jones, Board President with support of Anna Gomez, Director of Development
Direct Management Team to deliver services and administer operations	Michelle Brown, Director of Finance
Work with the Board of Directors to ensure policies and plans are implemented and the strategic direction is followed	Michelle Brown, Director of Finance
Facilities maintenance/repair or acquisition and development of new space, facilities.	Sam Green, Administrative Operations Manager (All contracts and financial commitments require approval of Jane Smith, Board President)

CompassPoint's Executive Transitions Template

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Communications Plan

Who to notify in event of temporary change of leadership	Person accountable for notification	Timeline for notification
Executive Committee of Board	Jane Smith, Board President	24 Hours
Board of Directors	Jane Smith, Board President Sandy Jones, Board Treasurer	24-48 Hours
Management Team	Jane Smith , Board President	24-48 Hours
Staff	Jane Smith, Board President	24-48 Hours
Banks, Auditor	Sandy Jones Board Treasurer with support of Michelle Brown, Director of Finance	Within a week
Local & state government agencies that fund programs	Sandy Jones, Board President with support of Anna Gomez, Director of Development	Within a week
Donors, Foundations	Sandy Jones, Board President with support of Anna Gomez, Director of Development	Within a week

CompassPoint's Executive Transitions Template

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Other Elements of Emergency Succession Plan

- Identification of "Standing Appointee" to an Acting Executive position as well as who may implement this appointment (e.g. Board President)

- Authority and restrictions of "Appointee" and who provides oversight

- Cross-training plan for coverage of "Priority Functions"

- Definitions of succession plan events: temporary/short term; temporary long term; or permanent absence

- "Approvals and maintenance of record"

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Chief Executive Succession Planning

"It is not only about determining your organization's next leader, it is a <u>continuous process</u> that assess organizational needs, and creates a climate for an executive to succeed"

Nancy R. Axelrod, *Chief Executive Succession Planning: The Board's Role in Securing Your Organization's Future*

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Key Considerations…

- Facilitate personal planning of departing executive

- Agreement on executive emeritus role

- Update job description and identify hiring requirements

- Form succession planning and/or transition committees

CompassPoint's Executive Transitions Template

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Key Considerations (cont.)

- Conduct sustainability/business continuity audit (e.g. CompassPoint's *Is Your Organization Next Generation Self-Assessment & Reflection Questions*)

- Determine executive search strategy

- Define internal and external communication plan

- Create transition/development plan for new executive

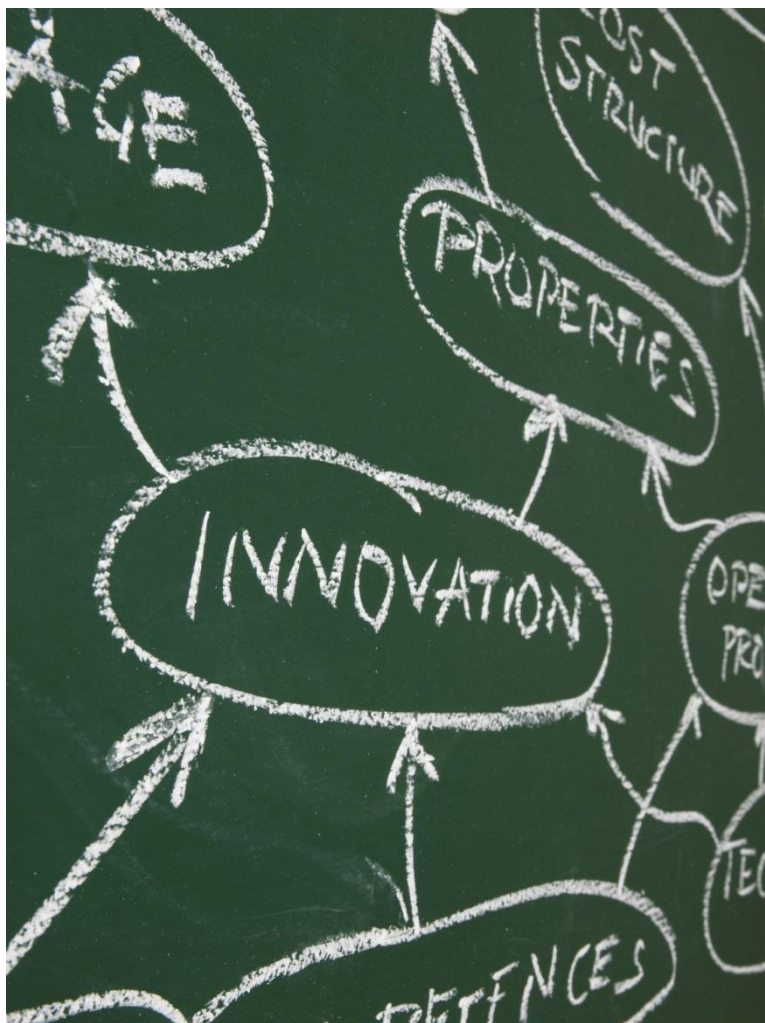*CompassPoint's Executive Transitions Template*

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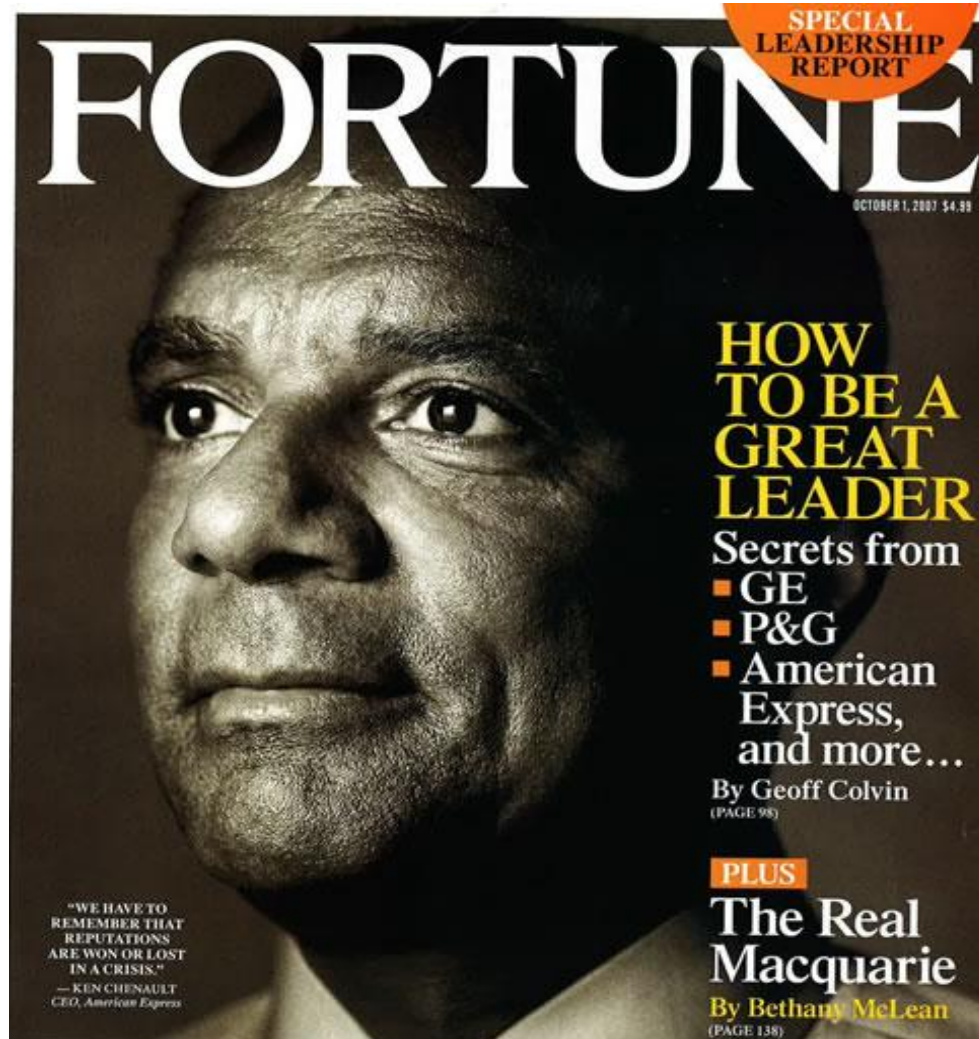
Strategic Leadership Development

Leadership Competencies

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Leading the Organization...

- Managing Change
- Solving problems & making decisions
- Managing politics & influencing others
- Taking risks & innovating
- Setting vision and strategy
- Managing the work
- Enhancing skills and knowledge
- Understanding & navigating the organization

Society for Human Resource Management (SHRM)

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Managing Self…

- Demonstrating ethics and integrity
- Displaying drive and purpose
- Exhibiting leadership stature
- Increasing capacity to learn
- Increasing self-awareness
- Developing adaptability

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Leading Others…

- Communicating effectively

- Developing others

- Valuing diversity and difference

- Building and maintaining relationships

- Managing effective teams and work groups

Society for Human Resource Management (SHRM)

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New Leadership Failure Factors

- Fails to Build Relationships and a Team Environment

- A Mismatch for the Corporate Culture

- Failure to Deliver Acceptable Results

- Unable to Win Organization's Support

- Lack of Appropriate Training

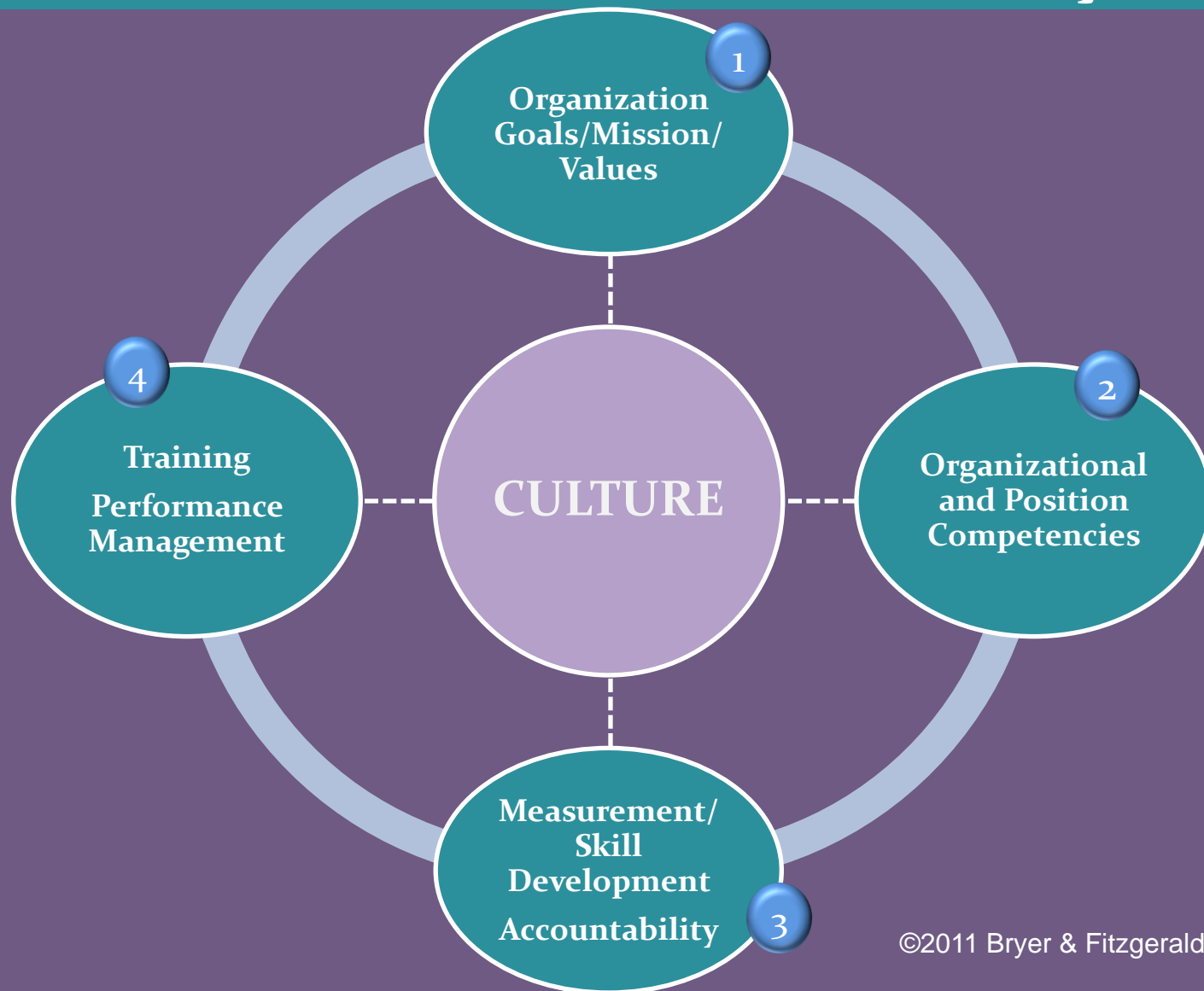# Leadership Development Road Map to Success

360 Assessment

Coaching

MBTI

Regular Feedback

Training

Action

Promoting Organizational Success and Sustainability
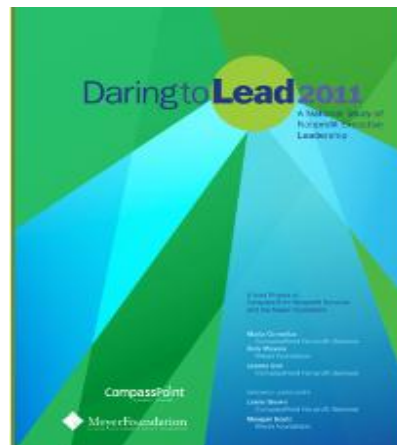
Lessons Learned

- Expect Resistance – Barriers to Change

- Need to "Over-communicate" Objectives for Initiatives to Properly Set Stage

- Anticipate Distrust of 360° Feedback Process -- Build Climate of Trust

- Ensure Board Is Properly Prepared

center for nonprofit advancement

STRENGTHENING NONPROFITS IN GREATER WASHINGTON
EDUCATION • NETWORKING • ADVOCACY • BUYING POWER

Helpful Resources…

MCH Leadership Competencies Workgroup
http://leadership.mchtraining.net

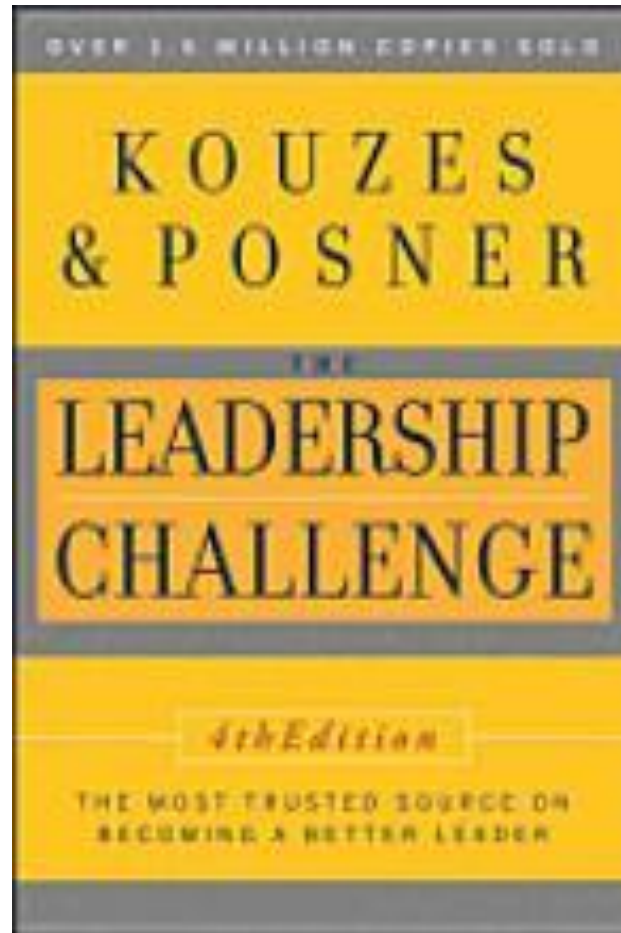**Compass Point**

http://www.compasspoint.org

Annie B. Casey

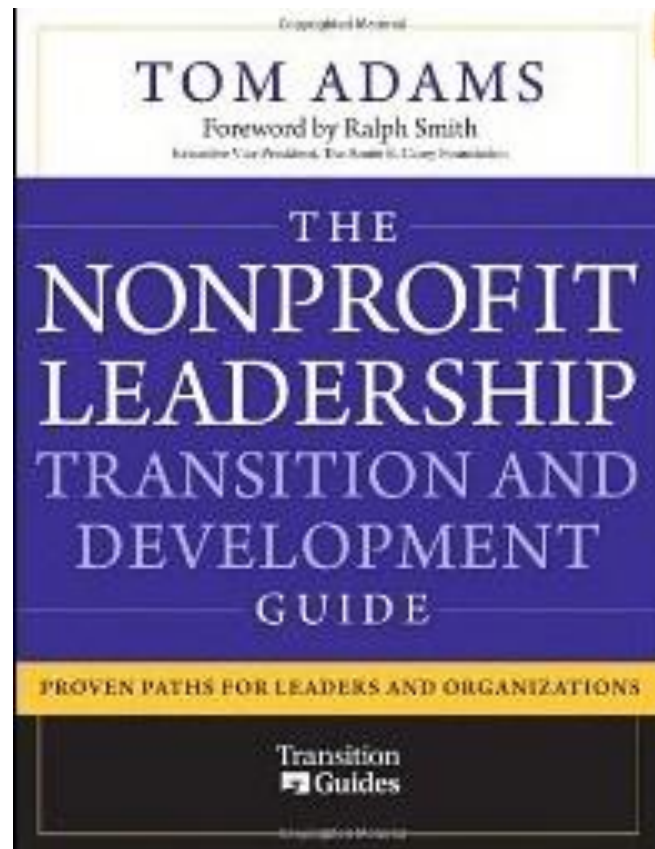http://www.aecf.org/Home/KnowledgeCenter/PublicationsSeries/ExecutiveTransitionMonographs.aspx

AED Center for Leadership Development

http://cld.aed.org

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Reflections on the Interprofessional Leadership Learning Collaborative

Lewis H. Margolis (UNC Public Health)
Rebekah L. Williams (Indiana LEAH)
Betsy Humphreys (NH LEND Training Director)

interprofessional leadership learning collaborative

UNC MCH Interdisciplinary Leadership Consortium

Lewis H. Margolis
AMCHP Annual Conference
February 10, 2013

UNC MCH Leadership Training Consortium

Collaboration

Kathleen Rounds, **School of Social Work**

Jan Dodds, **Department of Nutrition**

Bill Vann and Jessica Lee, **School of Dentistry**

Angela Rosenberg, **LEND**

Lew Margolis, **Public Health (MCH)**

Marlyn Wells, Family Council, **NC Title V Program**

Claudia Fernandez, **Public Health (MCH)**

Jack Roush and Melody Harrison, **Division of Speech and Hearing Sciences**

Changes in ILDP Curriculum Over Time

Curriculum Contents	Academic Year						
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Orientation	X	X	X	X	X	X	X
Leadership Intensive Workshop	X	X	X	X	X	X	X
Conflict Resolution/Facilitation Workshop	--	--	X	X	X	X	X
Cultural Competence Workshop	--	--	--	--	X	X	X
Minority Health Conference	--	--	--	X	X	X	X
Family-Professional Collaboration Workshop	--	--	--	--	--	X	X
Leadership Reflection	X	X	X	X	X	X	X
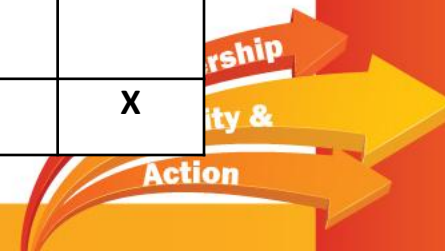
Instruments

Myers-Briggs Type Indicator

Firo-B

Change Style Indicator

Thomas Kilmann Conflict Mode Instrument

ILDP Participants Use Interdisciplinary Skills with Greater Frequency

Skills-Frequency	ILDP	Non-ILDP	P-value
MPH	3.23	3.08	0.369
LEND	3.41	2.87	0.026
Pediatric Dentistry	2.79	--	--
Nutrition	3.08	--	--
MSW/MSPH	3.08	--	--
MPH+LEND	3.35	3.04	0.017

Scale: 1=Never, 2=Rarely, 3=Occasionally, 4=Often, 5= Very often

Frequent Use of Interdisciplinary Skills Was Associated with Systems Change

	Skills/Practices		
	Mean		P-value
	Yes	No	
Develop or improve a specific program	3.24	2.74	<0.0001
Improve the way an organization works or is structured	3.31	2.88	<0.0001
Develop or improve a partnership	3.22	2.83	0.0003
Develop a policy	3.32	2.98	0.0013

Scale: 1=Never, 2=Rarely, 3=Occasionally, 4=Often, 5= Very often

Interprofessional Leadership Learning Collaborative, 2012-13
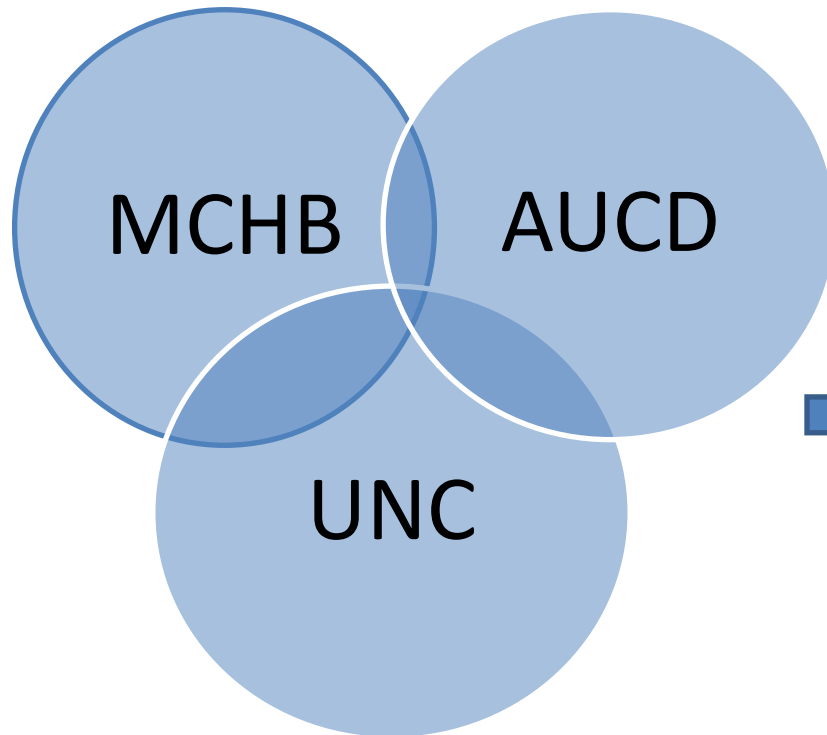
ILLC 2012-13

California (USC LEND)

Indiana (LEND, LEAH, Nutrition)

New Hampshire/Maine (LEND, UCEDD)

Pennsylvania (Temple UCEDD, Philadelphia LEND, Pittsburgh LEND

Texas (LoneStar LEND)

Wisconsin (LEND, PPC, Pipeline)

Building Interdisciplinary Leadership Collaboratives

1. Training Environment

   What resources were present for collaboration?

2. Process

   What specific steps were taken to advance collaboration?

3. Outcomes

   How have trainees responded?

1. Training Environment
What resources were present for collaboration?

Examples from

New Hampshire/Maine (LEND, UCEDD)

Indiana (LEND, LEAH, Nutrition)

New Hampshire/Maine Interdisciplinary Leadership Intensives

Betsy P. Humphreys
NH LEND Training Director

NH/ME LEND Collaboration

Existing Structure
NH LEND Curriculum

300 hours over academic year

24 Trainees & Fellows
- 17 from NH
- 7 from ME

Includes graduate students, professionals, family members

CORE I:

LEND Seminar

(~100 hours)

CORE II

Leadership Skill Development

(~100 hours)

CORE III:

Clinical Training and Preparation

(~100 hours)

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Indiana Interprofessional Leadership Learning Collaborative

Rebekah L. Williams

Indiana LEAH

Multi-program Collaboration

Leadership Education in Neurodevelopmental Disabilities (LEND)

Leadership Education in Adolescent Health (LEAH)

Leadership Education in MCH Nutrition – Pediatric Focus (Nutrition)

Existing Structure

LEND

2 trainees

- Monthly Seminar – full day Friday
- Cultural Competence
- Family-Professional Partnerships
- MCH Poster Session

LEAH

9 trainees

- Weekly Seminar – half-day Tuesday
- Fall conference – Fri-Sat in October

Nutrition

5 trainees

- 3-day Leadership Jumpstart (Kouzes/Posner)
- Monthly Seminar (Saturday)

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2. Process

What specific steps were taken to advance collaboration?

Examples from

New Hampshire/Maine (LEND, UCEDD)

Indiana (LEND, LEAH, Nutrition)

NH/ME Team Process

AY 2011-2012

AUCD-sponsored TA Training with Lew & Angela

Internal review of existing Leadership Curriculum

Gaps identified

SUMMER 2012

Acceptance in to MCHB-AUCD ILLC

Established Home & Travel Teams
Crosswalk of existing LEND curriculum with UNC Model

AY 2012-2013

Adapted UNC Model

Integrated MBTI, TKI & session content

Implemented NH ILI

Development of CORE II:
Leadership Skills Adapted Implementation

Interdisciplinary Leadership Intensive

(adapted UNC model)

- Monthly Leadership Intensive Sessions 1-9
- Journal Reflections 1-9
- Leadership in Action Placements
- Capstone Poster Session
- Attendance at Disability Policy Seminar, Washington DC

Monthly Leadership Intensives & Journal

Personal Styles & Preferences[*] (Sept)

Family/Professional Partnerships (Sept)

Evidence-Based Practices (Oct)

Leadership to Address Health Disparities[*] (Nov)

Negotiation and Conflict Resolution[*] (Jan)

Leadership in Public Health[*] (Feb)

Legislative Process and Advocacy (March)

Disability Policy Seminar (April)

Capstone Presentations (May)

Trainees complete a reflective journal entry after each session

*Adapted UNC model

Leadership in Action Placements & Capstone Poster Session

Centers for Disease Control & Prevention

- Department of Public Health Grant: Health Disparities
- UNH Institute on Disability

Division of Children, Youth, and Families Research Project

- UNH – Department of Social Work

Maternal and Child Health Home Visiting Program Evaluation

- UNH Institute on Disability, Department of Nursing, Carsey Institute

NH Family Voices

Leadership in Action Placements & Capstone Poster Session

NH DHHS, Bureau of Special Medical Services: ASD Needs Assessment

Family Centered Transition Project

- UNH-Institute on Disability; UMaine-CCIDS

Community Crossroads

- NH Region 10 Area Agency
- Legislative Liaison

* Trainees will report on LIA placement work in a Capstone Poster Session with the full faculty in May

IN-ILLC Champions

Strategic selection of faculty for home and travel teams

Experience in and commitment to education and mentoring

Diversity

- Disciplines: psychology, social work, nutrition, medicine, family, sociology
- Academic rank and experience

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2012-2013 Process Steps

Identify Existing Structure and Leadership Training

- What is already in place?
- When does it occur?
- Who is the audience?

Select elements that are adaptable to all MCH trainees

- What transcends discipline?
- Can the existing structure be adapted to all trainees?
- Can it be adapted to include elements of the UNC Model

Adapt and Implement

- Preserve existing structure and content that has been successful
- Incorporate UNC model elements

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Implemented Adaptation

3-day Leadership Jumpstart (Aug)
- Already included MBTI
- Added FIRO-B, CSI

Conflict Management Workshop (Oct)
- New! With TKI
- Held in conjunction with existing fall LEAH conference

Cultural Competence Workshop (Nov)
- Adapted to ½ day to accommodate trainee schedules

Family-Professional Partnership Workshop (Dec)
- Adapted to ½ day to accommodate trainee schedules

Implemented Adaptation

Policy/Advocacy Workshop (Jan)
- New! Common need among programs

Lifecourse Workshop (Feb)
- New! Identified common need among programs and partner with Title V

MCH Poster Session (Apr)
- Adapted from ½ day poster session to include morning leadership wrap-up workshop

Peer Coaching
- New!
- 2-3 peers, diverse discipline/program/psych profile
- Done in conjunction with other scheduled IN-ILLC activities

Time investment

Travel team meetings
- 1 hour weekly

Home team meetings
- 1 ½ hours monthly

Workshop preparation, delivery, and review of evaluations

Challenges

Coordinating our schedules!

Coordinating trainee schedules, avoiding overload

Trainees have different
- Start dates
- Duration of training

Funding

Evaluation Plan

3. Outcomes

How have trainees responded?

Examples from

New Hampshire/Maine (LEND, UCEDD)

Indiana (LEND, LEAH, Nutrition)

From a trainee who is a mature and experienced professional:

"Leadership is a word I thought I understood! As I begin this journey...my perceptions and ideas of what leadership is have already begun to change. It is a much more complex and integrated concept that I had never really examined..."

From a trainee who is also parent of a child with a disability:

"I feel like I am wearing a new pair of shoes and sometimes when they feel uncomfortable or I get tired of wearing them I put my old shoes back on....the realization that I can be a leader still feels like that new shoe...I am still working on leadership skills and confidence. It still feels uncomfortable to compliment myself."

GEISEL
SCHOOL OF
MEDICINE
AT DARTMOUTH
1797

ILLC
interprofessional leadership learning collaborative

From a pre-service graduate student:

"My MBTI type is INFJ. This type tells me that my strengths are that I can provide future-oriented insights, follow through on commitments, work with integrity and consistency, use periods of solitude and concentration to come up with creative ideas, and organize complex interactions between people and tasks. My developmental needs are to develop assertiveness skills to make my ideas heard, learn to give constructive feedback, as well as ask for feedback, and finally need to relax and be in the present."

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From LEND faculty and mentors:

- Trainees view themselves as professionals *outside of their discipline*, appreciating a broader sense of self as a professional.
- They are engaged in reflection and often comment on their "type"; recognizing that type influences how they work with others.
- They have a better sense of their role in leadership.
- Mentorship conversations have been on leadership and building capacity. Last year there was more of a focus on principles and knowledge.
- Differences in trainee experiences are having an impact on the level of the conversation with mentors.

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Workshop Evaluations

scored on 1-5 scale

- Leadership Jumpstart
    MBTI = 5
    FIRO-B =4.2
    CSI = 4.7

- Managing Conflict
    TKI = 4.4

- Cultural Competency = 4.5
- Family Centered Care = 4.8
- Policy/Advocacy = 4.1

Trainee Comments

- *I really enjoyed all the self-discovery and assessments. It was very powerful to learn more about myself, but also how to interact with people of other personality types.*

- *I feel as though it helped me gain a new perspective about how conflict can be approached in an effective manner.*

- *I liked that we were assigned tables with fellows from other disciplines, which encouraged me to talk openly and share my perspective.*

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Questions?

UNC MCH Leadership Training Consortium

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